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By-McDonald, Thomas F.; Moody, Earl

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The basic objectives of the ABC Project, conducted at Tolleson Elementary School during the 1968-69 school year, were to give all disadvantaged migrant children the opportunity to develop a positive self image, build basic language communication patterns, and learn about their present environment in a natural and intellectually stimulating environment. The project attacked 4 areas of concern for migrant Mexican American children: (1) each child was provided a balanced lunch each day to aid nutritional deficiencies; (2) provisions were made for physical examinations and health care; (3) guidance functions included testing, placement, and referral; and (4) an integrated instruction program was provided in experiencing, listening, speaking, reading and writing, and the social skills that underlie these activities. Students were grouped by age and reading levels into 4 groups. The evaluation indicated that there were significant differences in communication patterns and concept formations. (DK)

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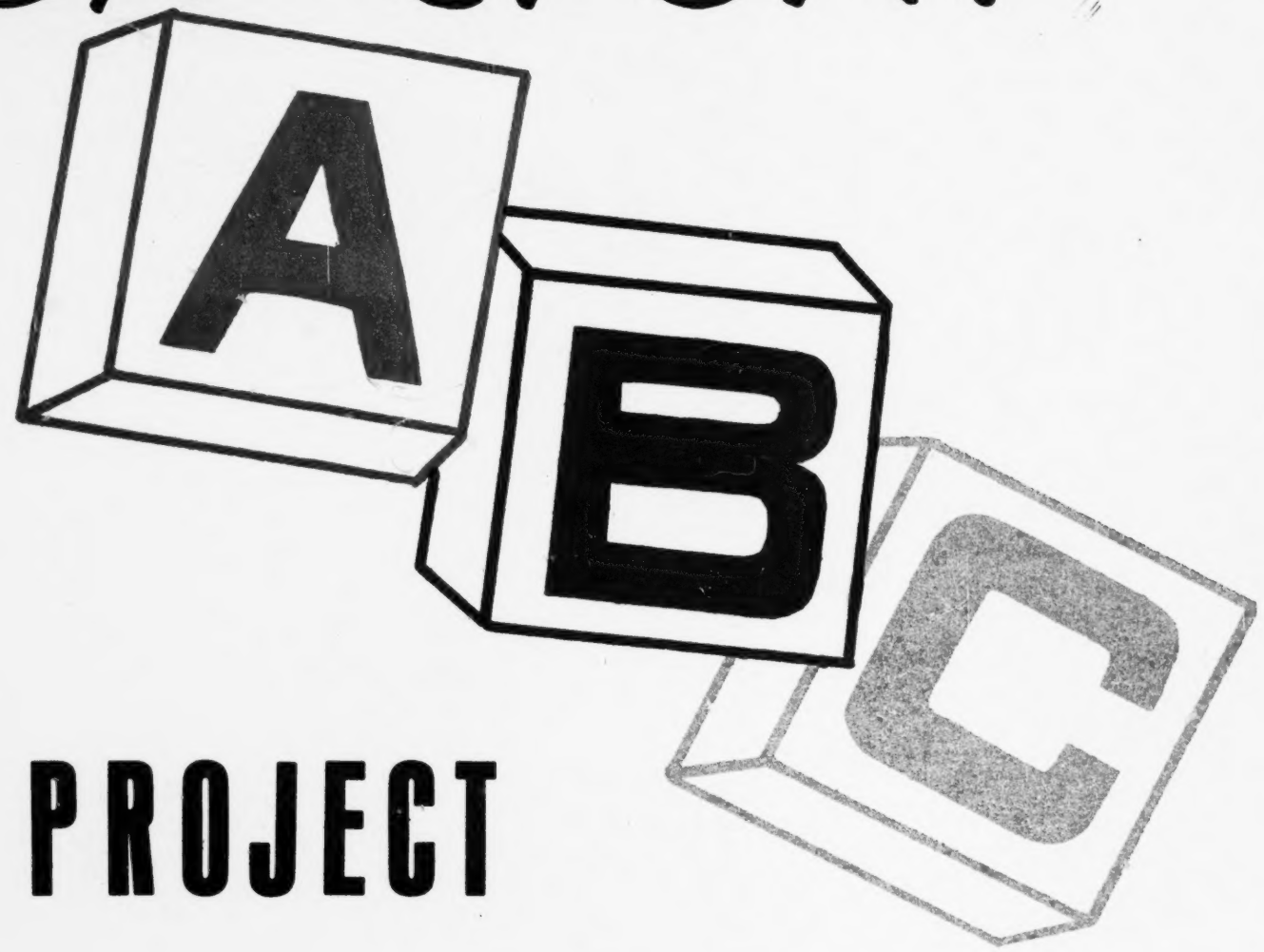
THE TOLLESON STORY



PROJECT

for the education of migrant children

W. P. Shofstall, Superintendent
State Department of Public Instruction

RC003747

THE A B C PROJECT

A REPORT ON THE PROGRAM FOR MIGRANT CHILD EDUCATION AT TOLLESON ELEMENTARY SCHOOL

Prepared by:

DR. THOMAS F. McDONALD, FACULTY ASSOCIATE
Reading Center, Arizona State University

MR. EARL MOODY, SUPERINTENDENT
Tolleson Elementary School District No. 17

[1969]

A C K N O W L E D G E M E N T S

WITHOUT THE ASSISTANCE FROM THE FOLLOWING, THE A B C PROJECT AS RELATED ON THESE PAGES WOULD NOT HAVE BEEN POSSIBLE:

Dr. W. P. Shofstall, Superintendent
ARIZONA STATE DEPARTMENT OF PUBLIC INSTRUCTION

Mr. J. O. "Rocky" Maynes, Jr., Director
MIGRANT CHILD EDUCATION DIVISION

Mr. Vidal Rivera, Jr., Chief
MIGRANT SECTION, WASHINGTON, D.C.

The Administration and Faculty of the Tolleson
Elementary School District No. 17

W. P. SHOFSTALL
SUPERINTENDENT

J. O. "ROCKY" MAYNES, JR.
DIRECTOR, MIGRANT CHILD EDUCATION
STATE FOREIGN LANGUAGE SUPERVISOR

ERNEST Y. FLORES
ASSISTANT DIRECTOR

LOUIS CHACON, JR.
CONSULTANT

271-5138

State of Arizona
Department of Public Instruction
TELEPHONE 271-5198
State Capitol
Phoenix

Dear Reader:

The ABC Project prepared by the Tolleson School District #17 demonstrates one of the special efforts that is being made to share successful experiences in Migrant Child Education programs in Arizona and throughout the United States. It is hoped that the distribution of such materials will serve other local educational agencies with material and information for meeting the educational needs of migrant children.

I would like to take this opportunity to commend the educators and teachers at Tolleson who have contributed of their work and effort to make this story possible.

I feel and trust that the ABC Project will serve all educators in discovering new ways and methods of teaching needy youngsters in our state by improving education for all children irrespective of economic or ethnic background.

Sincerely,

W. P. Shofstall
State Superintendent of Public Instruction

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PREFACE

Our society today more than ever before is recognizing a basic need for the growth and development of the child as a unique and successful individual. This need means the development of each individual's self image, physical and emotional well being and intellectual abilities. Positive recognition and acceptance by himself and his peers is an important step to successful learning experiences.

The migrant Mexican-American child, being the largest ethnic group in Tolleson, has a very difficult time developing a positive self image. The cultural mores he has inherited are different than middle class standards and the institution he is forced to attend is not geared to meet his needs. He is limited in his ability to speak Spanish or English fluently. He thinks and talks in both languages, but he has never developed fluency in either.

The basic objectives of the A B C Project, as outlined in the following pages, are to give all disadvantaged migrant children the opportunity to develop a positive self image, build basic language communication patterns and learn about their present environment in a natural and intellectually stimulating environment.

Earl Moody
Superintendent

THE STORY OF THE A B C PROJECT

Many first-grade children begin elementary school with a great fund of knowledge. They have a wide acquaintance with ideas, objects, and concepts. Their emotional and environmental experiences have made them quite sophisticated in the perception of their world. They have been read to, talked to, and listened to. Their basic language skills have been continuously expanded and reinforced by the adults that surround them. Historically, the school plant, the training of the teachers, the books and materials for learning have been developed with these average children in mind.

The migrant Mexican-American child also enters school with a variety of many living experiences. But in contrast to the average child, this child has not yet learned to verbalize his or her experiences and feelings in English or Spanish. Personalized meaningful communication has often been restricted to short phrases and mono-syllables. Many of these children live in conditions of economic and nutritional poverty. They suffer also from poverty in language development.

If the community or school district differs significantly from the norm, then this difference must be recognized and reflected in the curriculum that the school offers. When a community has a majority of migrant Mexican-

American children enrolled in its school, special means and methods must be employed in the school to help offset the handicaps under which these children function.

In September of 1968, Tolleson Elementary School District, with the help of Title I, Public Law 89-750, E.S.E.A. Migrant funding, began a program designed to alleviate the cultural, nutritional, and health deficiencies of its children. The program called for a four pronged attack:

A. Nutrition - Each child enrolled at Tolleson Elementary School was able to enjoy a Class A lunch. The district was aware that many of its children were not taking advantage of the lunch program. This funding provided a hot lunch to children who were not able to afford it.

B. Health - The health program consisted of developing a complete health record of each child. A physical examination was given to all children in grades one through five that had not previously been examined. Dental examinations and health X-rays of all children in grades one through eight were scheduled. All immunizations were completed. Home visitation for children that were ill and an instructional program for mothers on sanitation, first aid, treatment of minor illnesses, etc. were

established.

C. Guidance - The guidance counselor for the A B C Project conducted testing for evaluation, placement, and referral. His other responsibilities included curriculum consultant, in-service work, and liaison for all phases of the program.

D. Curriculum - A B C (A Basic Communication) Project - The A B C Program consisted in building sequential integrated instruction in experiencing, listening, speaking, reading and writing, and the social skills that underlie these activities. About 100 children in the first to the fourth grade at Tolleson Elementary School who were identified as lacking languge development skills were placed in a non-graded instructional program. An organized sequential series of language experiences based on the unit approach helped the children develop positive ideas about themselves, the community and the world around them.

The teachers arranged a variety of instructional themes. Field trips, experience stories, visual and auditory media, puppetry and role playing were an integral part of the program and gave the language handicapped child a chance to learn independence, develop

oral language patterns, and develop verbal and written communication skills.

A four level plan of communication organization was defined. The levels were constructed so that each language handicapped child could progress at his own rate, from limited communication with Non-Standard English to more effective communication with Standard English. Two or three levels of communication groups existed within each of the four classrooms. A migrant child could progress from one level of communication to the next without a change of teachers.

Initial grouping for the children in the A B C Project was by reading levels. A classroom reading inventory determined each child's independent, instructional, and frustrational reading levels in both word recognition and reading comprehension. About 25 children were assigned to a teacher team. The total instructional staff for the program consisted of a reading consultant, six teachers, and two teacher aides. This staff teamed in various combinations throughout the year in working with the children in the program.

The two major streams of classroom organization were:

(1) Structured language learning activities-where the teachers worked with identifying, refining, and extending language concepts.

(2) Independent supervised learning activities-where the children worked in small groups in the learning centers within the classroom.

Each classroom contained a variety of learning centers. Some centers were established for the year; others were maintained for a special project, season, or unit of study. Some typical learning centers were:

Science Center - This center contained a variety of plants, animal life and rocks so that the children could see the world in which they live and use words to express to themselves and others what they were able to observe, hear, feel, see, taste, and smell.

Game Center - This center provided learning experiences in following directions, taking turns, winning and losing by providing a variety of activities designed to increase reading and speaking skills.

Art Center - This table displayed an array of paper, scissors, paste, paints, magazines for cutting, and clay so that children could engage in activities designed to give an outlet for enjoyment and self-expression.

Listening Center - This center provided a collection of tape recorders, telephones, record players, listening posts, and language masters so that children could listen to a variety of prepared materials or devise a story about themselves and others. The children were allowed to operate this equipment by themselves.

Viewing Center - This center contained individual View-masters, filmstrip projectors, and other media to allow children to come in contact with the ideas of others visually.

Writing Center - Here the child expressed his own ideas with his own language. A variety of paper, writing instruments, words of high frequency, special interest word lists for topics or seasons were provided. Each child made a collection of words in categories which were used frequently in writing. Story beginnings to be finished by the children, pictures, and blank books were used.

Book Center - This collection contained books for browsing and reading. There were informational books available to serve all curriculum areas. Some books were used by the teacher in directed reading activities.

THE FOUR LEVELS

The organizational pattern of the A B C Project varied dramatically from the lockstep whole class instructional pattern seen in the traditional elementary curriculum. The A B C teachers developed a levels system which attempted to establish the experiences, listening and speaking skills, reading and writing abilities and social skills deemed necessary for developing a positive self image. The philosophy of continuous education and a process versus a product approach to problem solving was initiated. There were no prescribed texts, no emphasis on mastery of subject matter as an end in itself. The units of instruction emphasized the development of the child and his interests, abilities and experiences. Subject matter was explored in a way that allowed the child to grasp its functional value in relation to the problems of everyday living. The ultimate goal of the levels plan was to enable the migrant child to acquire the basic tools needed for a positive self image and a desire to continue in school. For the first year, teachers developed their curriculum organization with sequential instruction in experiencing, listening, speaking, reading and writing.

LEVEL ONE

Ages 6 - 8

by Kathy Placht

The level one children enrolled in the A B C Project were on a pre-reading level. They were reluctant to speak, had a minimal language level to express their thoughts and were lacking the basic listening and observing skills that are necessary prerequisites to reading and writing. Level one emphasized the basic skills that many middle classed children have already obtained by the time they enter school. Some of the objectives for the successful completion of Level One are given below:

A. EMPHASIS ON EXPERIENCING

1. OBSERVATIONS

a. talks freely about his own personal experiences

b. participates in numerous field trips designed to increase his knowledge and experiences

c. discusses field trips and his impressions, thus becoming more aware of the world around him

d. learns to observe and experiment by participating in class projects such as baking cookies or a cake, or mixing primary colors to make other colors

2. VISUAL PERCEPTION SKILLS

   a. recognizes left and right

   b. distinguishes between objects, colors, etc.

   c. recognizes names and labels of objects

   d. handles and enjoys looking at books

3. MUSIC AND DRAMA

   a. enjoys, appreciates and responds well to good music at his age level

   b. expresses himself happily through original songs and those taught to him--also through rhythms and motions

   c. learns finger plays, poems, and rhymes

   d. dramatizes stories through puppetry and role playing

4. NUMBERS

   a. is able to count to ten both with a group and alone

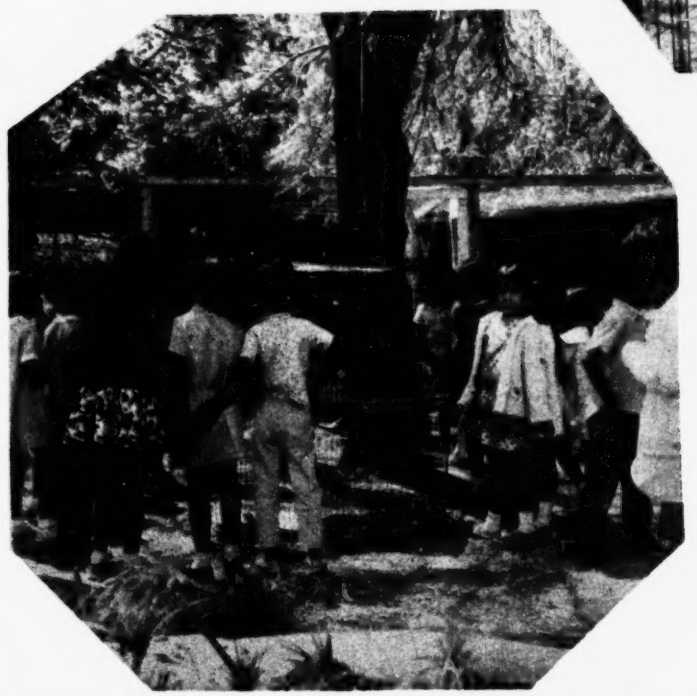
   b. demonstrates the value of a penny and a nickel

   c. masters simple addition to six

5. COORDINATION

   a. uses equipment such as scissors, crayons, balance beam, pencils, balls, jump ropes, etc., to develop muscular control

   b. performs fine muscle readiness skills through activities such as stringing beads, working with puzzles, peg boards, finger puppet games, and blocks



Field Trips Develop Concrete Impressions and Experiences

B. EMPHASIS ON SPEAKING

1. develops basic speaking vocabulary and uses adequate pronunciation

2. talks, talks, talks...to classmates and teacher during school and on the playground

3. dictates and discusses his own experience stories and comments on those of others

4. practices English vocabulary at school (but also speaks Spanish without being ashamed or afraid)

5. uses simple English sentences

6. is able to speak on a topic and develop a sequence of ideas

7. is able to list items in pictures

C. EMPHASIS ON SOCIAL SKILLS

Besides emphasizing the above sequences, Level One stresses social skills such as the following:

1. favorable interaction with teacher and peers
2. acceptance of responsibility for the care and organization of his own materials and belongings
3. acceptance of responsibility for his own actions
4. awareness of the necessity for taking turns and sharing
5. independence in his work
6. appreciation for the thoughts and feelings of others
7. cooperation in work and play
8. recognition and understanding of his own errors
9. persistence
10. appropriateness of behavior to a particular situation
11. self-control

In emphasizing the above areas, the primary objective of Level One is to build the self-esteem of the child in the A B C Program. He must be made to feel secure and to realize that he and his contributions are a vital part of the classroom situation.

UNITS OF INSTRUCTION

For the first level, some of the units used during the school year are listed below. These units lasted from two to four weeks and became the vehicle by which the student moved toward increasing independence in the effective utilization of language and the development of a desire to continue throughout life in strengthening and refining the power of language competence. Self enhancement through power in language, rather than rigid narrow standards of correctness, was the central theme of the Level One A B C Project:

TOPICS	ACTIVITIES
People at (work, school, play	Participation in: Field trips, Art, Songs Using: Puppets, Role playing Developing readiness activities such as: Winter Haven & Frostig, Number concepts, Puzzles, Pegs, Beads, Games, Cutting and pasting pictures, Experience stories
Myself & Others (Dwellings, Community	
Animals (Pets and domestic animals, Zoo animals, Wild animals	

Transportation

Colors - Numbers & Shapes

Seasons & Holidays

Time - Days & Calendar

Manners - Personal hygiene

Foods & nutrition

Coordinate skills using:
Balance beam
Relay races, hula hoops, etc.

SUGGESTED SOURCES OF INFORMATION FOR LEVEL ONE

1.	School Readiness Treasure Chest	compiled by Beth G. Hoffman
2.	Sounds of Language	by Bill Martin, Jr.
3.	Las Cruces Guide to Teaching English As A Second Language	Las Cruces, New Mexico Schools
4.	Peabody Language Development Kit Level #1	American Guidance Service
5.	Speech to Print Phonics	Donald D. Durrell & Helen Murphy
6.	Talking Picture - Story Study Prints	Society for Visual Education, Inc.
7.	Winter Haven Perceptual Copy Forms	Lions Club, International Winter Haven, Florida
8.	SVE Pictures and Records	
9.	Language Experience in Reading Level #1	Van Allen

LEVEL TWO

Ages 7 - 8

by Alma Gutierrez

Level Two is an extension of the basic skills learned in Level One. When a child had achieved a minimal pattern of basic skills, he progresses to a Level Two status. This progression did not always mean a change of teachers or classmates, as there are two levels of skills in operation within each classroom. Some of the objectives for the successful completion of Level Two are given below:

A. EMPHASIS ON EXPERIENCING

1. VISUAL DISCRIMINATION

   a. discusses characteristics of objects that facilitate discrimination and identification, i.e., color, shape, and size

   b. describes how objects are alike and how they are different

   c. describes objects seen on filmstrips, movies, field trips, or pictures and uses proper classification

2. VISUAL COMPREHENSION

   a. knows familiar signs and signals and their meanings and color cues

b. sees facial expression and body position as cues in picture stories

c. understands messages implicit in posters and other pictorializations

d. recognizes non-verbal cues typical of familiar people

e. can follow directions given by gestures or signs

B. EMPHASIS ON LISTENING

1. LISTENING - DISCRIMINATION

a. can identify and reproduce common sounds

b. understands common sounds and can group them by their locale, such as farm, zoo, city, etc.

c. is able to group common sounds by class, such as animal, machine, classroom, etc.

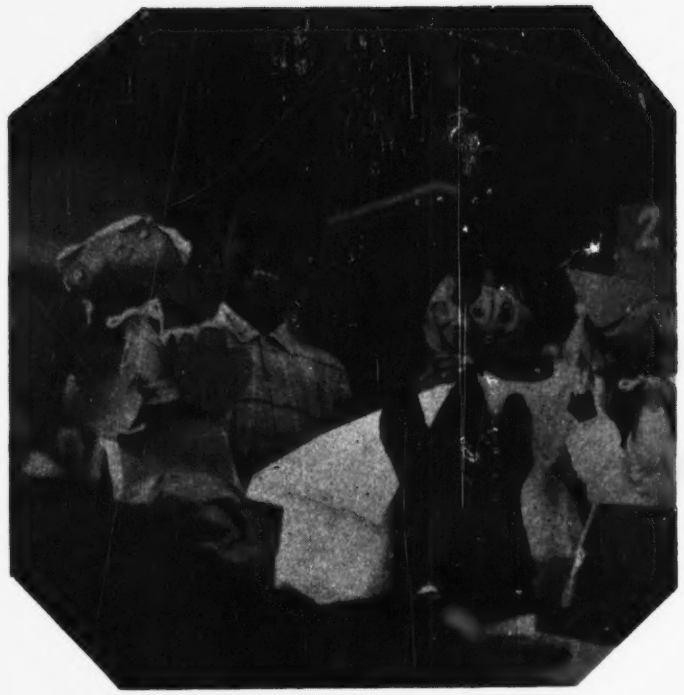
2. LISTENING - COMPREHENSION

a. can discuss familiar words and meanings

b. listens for words that sound alike and is asked to determine how they might be different by their usage

c. listens for words that have similar beginnings and and what they mean

d. hears words that have similar endings and what they mean



Cloth and Paper Mache Puppets

Helped to Build Language Skills

C. EMPHASIS ON SPEAKING

1. SPEECH - COMPREHENSION

a. can use complete sentences

b. speaks clearly and purposefully

c. discusses filmstrips and movies

d. interprets pictures

2. SPEECH - LOGICAL ORGANIZATION

a. can obtain structure of basic English patterns

b. develops a sequence of ideas

c. shares turn in speaking

d. relates a story or experience in logical order

e. develops word meanings

RESOURCES FOR LANGUAGE DEVELOPMENT IN LEVEL II

1.	Language Experience in Reading Level I	by Van Allen
2.	Peabody Language Development Kit Level I	Lamb
3.	The Illinois Plan for Special Education of Exceptional Children	The Interstate Printers and Publishers, Inc.
4.	Scope and Sequence Chart	Morton Botel
5.	C R I	Dr. Nicholas Silvaroli
6.	Developmental Skills Important to Reading Readiness	Dr. Newell G. Kephart D. H. Radler
7.	Organizing the Classroom for a Language Experience Approach	Roach Van Allen
8.	Santa Monica Project	
9.	Kindergarten Children With Perceptual Motor, and Language Difficulties	Dr. G. Wyatt
10.	Pedagogical Factors Relating to Reading Disability	Marjorie Johnson & Roy Kress
11.	The Developmental Program in Visual Perception	Marianne Frostig

12.	Programmed Reading Workbooks Books 1-5	M. W. Sullivan
13.	Speech to Print Phonics	Durrell
14.	Mathematical Awareness	John Trivett
15.	The Junior Listen-Hear Program	Follett
16.	Teacher's Guide for Non-English Speaking Beginners	Las Cruces, New Mexico
17.	Reading Difficulties and Suggested Remedies	Rocky Mt. Educ. Lab.
18.	Perceptual Forms	Winter Haven Lions Research Foundation
19.	Word Building Transparencies	Ideal
20.	Phonics Transparencies	Visualcrafts
21.	Language Experiences in Reading Level I	Roach Van Allen
22.	Do-It-Book	McCall's Golden Press
23.	Basic Spelling Goals Teacher's Edition	Kottmeyer and Ware
24.	Programmed Word Attack for Teachers	Wilson and Hall
25.	Games for Second Language Learning	Gertrude Nye Dorry

LEVEL THREE

Ages 7 - 12

by Ellen Wickliffe
and David Burt

At this point, the transition from speech to print is initiated. Although the ages of the children are more diverse, the skills and abilities are homogeneous. The fun aspect of reading and writing is stressed.

A. EMPHASIS ON EXPERIENCING

1. experiences environment different from his own through filmstrips, books, magazines and newspapers

2. recognizes all letters of the alphabet and can reproduce them

3. knows common punctuation meanings

4. develops a basic sight vocabulary

5. develops beginning word attack skills

6. uses many different art materials and feels free to experiment and direct his own work creatively

7. becomes increasingly adept at solving his own problems

B. EMPHASIS ON LISTENING

1. is able to follow oral directions
2. makes judgements and senses character's feelings from oral stories
3. can hear and write rhyming words
4. can note and recall story facts and significant details
5. produces tape recordings of plays and puppet shows

C. EMPHASIS ON READING

1. recognizes letters and sounds of beginning consonants
2. learns common blends, compounds and contractions
3. uses structural clues in trying to attack words
4. makes substitutions of initial - consonants to form new words.

D. EMPHASIS ON WRITING

1. learns how to print the alphabet in small letters and capital letters

Art Centers Build Confidence
and Encourage Self Expression

2. prints name and address correctly
3. writes words from dictation
4. learns to discriminate between similar words
5. avoids common reversals of letters b, p, d, q

SAMPLE UNITS OF STUDY IN LEVEL III

ABOUT MYSELF

ABOUT MY FAMILY

COMMUNITY

STATE

THE DESERT

ASTRONAUTS

THE SOLAR SYSTEM

WILD ANIMALS

ANIMALS AS PETS

HEALTH

FOODS

HOLIDAY UNITS

TELLING TIME

SPRING

CLASSIC STORIES

LEVEL FOUR

Ages 8 - 12

by Katherine J. Leslie
and David L. Evans

The communication gap is closing. Many children in Level Four have become successful in decoding words. Pride in the community, self and the school are becoming a reality. The children have become accustomed to working in small groups at various learning centers throughout the room. Differences in age are forgotten as the quest for new knowledge is undertaken. Colorful displays, dioramas and pottery are seen throughout the room.

A. EMPHASIS ON EXPERIENCING

1. map study in which home, school, local farms, etc., are recognized
2. write and discuss experience stories after field trips to museums, post office, fire station, etc.
3. small group research on reptiles, mammals, fish, birds, and insects
4. follow historic events through the newspapers, magazines, etc.

Units of Instruction Included Birds,

Dinosaurs, Clothes and Community

B. EMPHASIS ON LISTENING

1. listens to stories to distinguish inferences, note cause and effect, generalize tone and theme
2. understands parts of stories that tell who, what, when, where, how and why
3. recognizes shifts of meanings caused by using words in different contexts
4. follows more complicated oral directions with little additional teacher guidance

C. EMPHASIS ON SPEAKING

1. groups and classifies words and facts into categories
2. carries on proper telephone conversations
3. can make proper introductions and give greetings
4. participates in choral speaking

D. EMPHASIS ON READING

1. understands vowel rules
2. recognizes difficult vowel combinations and their pronunciations such as aw, ow, oo, and ay

3. understands prefixes, suffixes and syllabication
4. obtains word meanings from context

E. EMPHASIS ON WRITING

1. understands how to use the elementary dictionary to find words
2. uses new words in sentences and finds word pictures to illustrate them
3. uses a vocabulary notebook to increase word knowledge

EVALUATION

The first year evaluation of the A B C Project was designed to ascertain whether there were significant differences in the oral language patterns of children of migrant workers who have been exposed to a program of basic communication development during the 1968-69 school year. These children were screened from the general school population because they possessed limited self confidence and ability to express themselves. Teacher judgement and the Classroom Reading Inventory were used to initially refer these students to the A B C Project.

The study was designed to ascertain whether there were significant differences in the number of words and the thought concepts presented by a randomly selected sample of 29 students (approximately 37%) who were exposed to the basic communication project during the school year. Each child in the sample was brought singly into a room that was a familiar part of his school environment and was seated at the table with the interviewer. A series of five pictures was shown to each subject and the interviewer explained that he wanted the subject to tell him a story about what was in each of the pictures. A microphone was placed inconspicuously near the subject and the subject's language patterns were recorded and trancribed for each picture.

The same interviewer, pictures and picture sequences were used for both the pre and post test.

Results were recorded in terms of number of words used by each subject and the number of thought concepts presented. A thought concept was defined as the subject's ability to communicate a concrete idea which was stimulated by looking at each of the five pictures which were presented by the interviewer. The interviewer gave no clues on either the pre or the post test, but on both occasions encouraged the subjects to talk by statements such as "Tell me more." The interviewer stopped when it was obvious that the migrant child could no longer respond to the visual stimulus of the picture which was presented.

TABLE I

Oral Language Patterns and Thought
Concepts of Migrant Children in the ABC Project

	A - Statistic
Number of Words Spoken	0.18 *
Number of Concepts Presented	0.08 **

N = 29 * Significant at the .02 level
** Significant at the .001 level

Significance of change in the migrant child's pre and post oral language performance was measured by the A - Statistic.[1] Results indicate a significant difference in both the oral language patterns and the concept formations of the sample selected from the A B C Project. The aspect of self confidence and self respect, which was an integral part of the program was not statistically analyzed. However, the A B C teachers reported a decrease in discipline problems after the second month of the Project. The migrant children in the program seemed to adjust quickly to the freedom to communicate their ideas and pursue knowledge on their own with the teacher's guidance.

The A B C Project is in its infancy. Additional refinement, more organized units of instruction, better behavioral objectives for each of the four levels, better screening of students, additional in-service training of the teachers are all priorities for next year's program. But the need for the migrant child to acquire facility in Standard English and build his own self concept is much greater than all the obstacles that are encountered in initiating change.

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[1] McGuigan, F.J., Experimental Psychology. (Prentice-Hall, Inc., Englewood Cliffs, N.J., 1968). Pgs. 176-177.